DOCUMENT RESUME

ED 104 446 IR 001 854

AUTHOR Obi, Dorothy S.
TITLE Education for Library, Archive, and Information Science in Sub-Saharan Africa: A Blueprint for Regional Planning.
PUB DATE Nov 74
NOTE 49p.; Paper presented at the General Council Meeting of the International Federation of Library Associations (40th, Washington, D.C., November 16-23, 1974); Best Copy Available, reduced print size may reproduce poorly

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Archives; Audiovisual Aids; Curriculum Planning; Field Experience Programs; Information Scientists; Instructional Staff; *Librarians; *Library Education; *Library Schools; Library Technicians; *Professional Training; Regional Planning; Teaching Methods; Universities
IDENTIFIERS *Africa; IFLA 74; Sub Saharan Africa

ABSTRACT

Based on a survey, the major characteristics of Sub-Saharan African library schools are summarized. An analysis of the current situation and suggestions for development are given in the areas of objectives, research and publication efforts, financial support, and physical facilities. Also considered are the staff, students, and programs of the schools. Among the suggested improvements in teaching methods are a program for library work experience and the use of audiovisual aids. The need for curricula relevant to the special needs of Africa is stressed. New library schools are planned to further the equalization of development of professional education for the library, archive, and information science professions. Tables describing the staff and curricula of the library schools are appended. (Author/PF)

ED104446

BEST COPY AVAILABLE

IR 001 854

IFLA. Section on Library Schools
and
IFLA. Working Group on Developing Countries

EDUCATION FOR LIBRARY, ARCHIVE, AND INFORMATION SCIENCE IN SUB-SAHARAN AFRICA: A BLUEPRINT FOR REGIONAL PLANNING

by

Dr. (Mrs.) Dorothy S. Obi
Sub-Librarian i/c
Enugu Campus Library
University of Nigeria
Enugu, Nigeria

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Note: This paper is based upon research done at the Sub-Saharan African Library Schools May-July 1973 and February 1974 under a grant from the Council on Library Resources. Some of this material has been used in the Author's Ph.D. Dissertation which may be cited as follows:

Obi, Dorothy S. The Curriculum Needs of the Sub-Saharan African Library School. Unpublished Ph.D. dissertation, University of Pittsburgh, 1974.

LIBRARIES IN SUB-SAHARAN AFRICA

EDUCATION FOR LIBRARY, ARCHIVE, AND INFORMATION SCIENCE IN SUB-SAHARAN AFRICA: A BLUEPRINT FOR REGIONAL PLANNING

That the profession in Africa has not yet realized to the fullest its potential as an instrument of national development is a truism. A glance at the map of "Libraries in Sub-Saharan Africa" shows that most African governments have yet to put library development on their priority list. What the map cannot show is that even in relatively library-rich countries, librarians battle continuously for the funds with which to do their job.

The importance of documentation and of information services and networks in the national development of the countries of sub-Saharan Africa is such that every Government should mount long term manpower surveys to identify the priority needs and to plan for the development of professional manpower. National planning should include a medium-term plan corresponding to the period of university training with plans for annual growth; the qualifications required of the personnel (graduates, others); and a forecast of foreseeable demand for training both general and specialized personnel.

For the profession to realize its potential role in national development requires an army of highly skilled, motivated and articulate librarians, archivists and documentalists. As a first step the African Schools of Library, Archive and Information Studies must be regarded as fully as important as other professional schools. There should be a School of Library, Archive and Information Studies in the Development Plan of every African University.

Objectives

The statements of objectives of existing library schools as published in their current catalogues are brief. They stress the aspect of training for the "professional qualification" (Zambia), "career at professional level" (Kampala), "middle-level librarians, archivists, and documentalists" (Dakar), "professional librarians" (Accra), "to train librarians" (Zaria), "training librarians" (Ibadan), and "training in library science" (Ethiopia).

Such brief objectives lack the specificity needed to make them effective tools for curriculum development. They are inadequate as guidelines to educational results because they are not expressed as objectives for which there are operational criteria. Until the first step of defining "librarian" in operational terms relative to the African environment is taken, objectives and curriculum alike will remain derivative.

Recently there has been an increased concern with definition of aims and objectives by the Heads of African Library Schools. Such concern is a logical accompaniment of curriculum development. It is most visible in Nigeria and Ghana with higher level programmes where there is an upsurge of curriculum planning and recent writings of Prof. Andre' Nitecki[1] and S.I.A. Kotei[2] (Ghana), Prof. F. A. Ogunsheye[3] (Ibadan) and Prof. R. C. Benge[4] (Zaria) are involved with curriculum design for the African environment.

In Francophone Africa and in Eastern Africa where present programmes offer the equivalent of middle-level and sub-professional training one may logically hope for a re-formulation of aims and objectives to accompany the introduction of higher level programmes in the near future.

The following goals from the ALA "Standards for Accreditation, 1972" are suitable for application in the African context:

1) Consistency with the general principles of librarianship and library education as these are identified by common agreement through the major documents and policy statements of relevant professional organizations.
2) Responsiveness to the needs of the constituency which the school seeks to serve.
3) Sensitivity to emerging concepts of the role of the librarian in the library and the library in a multicultural society.
4) Awareness of the contributions of other disciplines to librarianship.[5]

Suggested programme goals for the Sub-Saharan African Library School are:

1) To train librarians, archivists and information scientists (documentalists) at the first professional and higher specialist levels.

2) To train a cadre of professional librarians, archivists, and documentalists who will demonstrate:

   a) Ability to perform, and to supervise and train others in the performance of library, archival and documentation/ information techniques; (the curriculum should provide the students with both mental and physical aptitudes to perform these tasks efficiently);
   b) Ability to make decisions, based on analysis yielding conclusions and synthesis;
   c) Ability to plan information services, systems and networks (human and material) effectively to carry out plans;
   d) Ability to deal with people: specifically in terms of personnel relations, interpersonal relations and public relations;
   e) Flexibility, initiative, perception and adaptability to changing circumstances;
   f) Commitment to the professional code of ethics.

Status of School in Host Institution

There is a positive correlation between the independence of a library school within the university organization and its status and effectiveness. The organizational framework of an institute or a school is, for this reason, recommended as preferable to that of a department.

The two Unesco sponsored regional schools (École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, and East African School of Librarianship, Makerere University) are firmly established as Institutes having equal status with other institutes within their respective Universities. Their directors participate in university affairs at a high level. The schools are well known. Practically 100% of their students remain with the profession.

The other three West African Schools--Department of Library Studies, University of Ibadan; Department of Library Science, Ahmadu Bello University, Zaria; and Department of Library Studies, University of Ghana--are established as full Departments in their own right (that of Accra within the Faculty of Social Studies, the other two

in Faculties of Education), with accompanying status and budgets. The oldest and best known is that of Ibadan which was until 1969/70 an institute. There is a relatively small wastage of students, and graduates of the three schools generally obtain jobs within the profession. The Department of Library Studies, Haile Sellassie I University and "Library Studies," University of Zambia occupy relatively weak positions within their universities. The position of the African library schools which exist as Departments appears to be weaker than that of those which are organized as Institutes. Admittedly this is open to controversy and cases should be considered individually. Yet it is to be noted that where schools share the umbrella of the Faculty with other departments they must compete for their share of the cake on several levels. As they are usually small departments both in terms of number of staff and number of students their relative bargaining power is circumscribed.

Additionally, the Faculty is prone to define the objectives of the library school in terms of Faculty aims whereas library science is interdisciplinary and includes elements of science, social science and humanities in addition to its professional skills and expertise. Its interdisciplinary nature can not be comfortably contained within a single faculty. On the positive side, the umbrella of a strong faculty may afford the Department financial security in its initial years.

Obviously, when the University grants the library school the status of a School or Institute in its own right the Director or Head assumes a higher status and the school's image within the University (even though it may be a small school) is stronger. The strong position of the two regional schools (Dakar and Makerere) within their respective universities and the relatively weak position of most Departments vis-a-vis the rest of the university is cited in support of this conclusion.

Status in an academic institution is not only related to the administrative structure of the unit in the total university administrative framework but even more to the level of programmes offered and to the academic attainment of staff and students.

The level of programmes offered by the average African library school is relatively low. Students have in the past been admitted with less than university admission requirement. This phase fortunately now appears to be past. However, the inclusion of training for library technicians within the framework of the university based schools continues. Enrollment in technician level

programmes tends to form a substantial proportion of total enrollment in the schools. Only in the Nigerian and Ghanaian schools is there an equitable balance between number of students in the technical and the professional courses. In Dakar and Makerere no degree level course is taught while in Addis Ababa and Lusaka the librarianship element of the degree course is so small that it is the equivalent of a minor. The lack of degree level programmes creates the image of technical training rather than full professional training.

As a means of improving the status of existing library schools a rise in academic programmes by introduction of post-graduate studies and the transfer of less than degree level programmes to technical and/or advanced teacher-training colleges is recommended.

Concurrently it is highly desirable that library school staff be persons whose scholarly attainments are clearly equivalent to those possessed by university faculty members. They should not only have thorough professional training and practical experience but should also have the personality and interest necessary to make them effective teachers. Additionally they must be able to show tangible evidence through field studies and publication of their ability to do research.

Academic qualifications of lecturers in the library schools conforms to minimum university regulations. However, these lecturers are generally overloaded with teaching and have little time for research.

Ultimately the status of the school will depend upon the quality of its graduates. Selection of students is therefore of the greatest importance to the future image of the schools. Candidates admitted to all programmes should meet the same entrance requirements as candidates for similar courses in the university. Additionally, a personal interview should form a part of the selection process. Prior working experience in a library should form one of the pre-requisites for admission to post-graduate professional programmes.

Research and Publication

Research and publication have been, in general, proposals rather than achievements. As of January 1974 there were research programmes involving staff at Ibadan and Dakar, research programmes involving students at the

masters and doctorate levels in Ibadan, Zaria and Accra, a research programme involving students at the first degree level in Zaria and a research programme involving students at the professional non-graduate level at Makerere.

No publication of student research has yet taken place although the heads of the library schools at the University of Ghana, Ahmadu Bello University Zaria, and Makerere University have made proposals for such publication. Students of Ahmadu Bello University have developed their own journal, The Library Scientist.

Besides personal contributions to international library journals academic staff of the Nigerian library schools contribute to Nigerian Libraries, academic staff of the Department of Library Studies, University of Ghana to Ghana Library Journal and academic staff of the East African School of Librarianship to the East African Library Association Bulletin and to Ugandan Libraries. The Ghana Library School publishes a Newsletter and Occasional Paper series, the Zaria school a Newsletter, and that of Ibadan an Occasional Paper series.

Research and publication should receive increased emphasis at all of the African library schools. The need for such research is increasingly stressed by the profession at large as well as by library educators themselves.

For the library schools to undertake research the first pre-requisite is an increased staff. At the 1974 Dakar Conference on the Harmonization of Library Education Programmes in Africa, the "famine" of library educators emerged as one of the major problems encountered by library school directors in the region. As an interim solution to the inter-related problems of shortage of staff and paucity of research the following are suggested:

1) Links arrangements whereby visiting lecturers from overseas release local staff for study, experience or research;

2) Links arrangements whereby students of overseas library schools wishing to do research in comparative librarianship are based for their field work at an African library school;

3) Provision by all sub-Saharan African library schools of a minimum of four research assistant positions on their establishments. These research assistants should also function as trainees, thereby providing both

assistance to experienced lecturers in their research and a pipeline for future recruitment.

Some areas of priority for research are:

1) Cultural factors affecting the practice of the profession
2) Information networks and links of information cooperation in Africa
3) Factors governing effectiveness of selected teaching methodology in professional education
4) Factors affecting growth in publishing, book production and distribution in Africa
5) The role of the profession in fundamental education
6) The role of the profession in the preservation and utilization of oral tradition
7) Factors in Africa affecting the rate of growth and use of
   a) School libraries
   b) Public libraries
   c) National libraries
   d) Academic libraries
   e) Documentation centres
   f) Archives

To enable them to undertake the research studies vital to the development of the region, library schools in Africa must actively solicit both internationally and within the region research funds to enable them to mount a continuing succession of such projects. The results of this research must then be published. Improved distribution channels must be arranged to make the results of this research available within the region as well as internationally. At the 1974 Dakar Conference on the Harmonization of Library Education Programmes in Africa the lack of text books and professional literature adapted to the needs of the region was noted to be a major problem encountered by library educators in the execution of their training programmes.

The directors of the African library schools who formed the participants of the Dakar Conference sought Unesco's assistance in so basic a need as the compilation and publication of a book on the history and development of libraries in Africa. Additionally, they noted the lack of a vehicle for exchange of information and recommended the establishment of an organ of communication in the form of a Newsletter of their newly formed Standing Conference of

African Library Schools to be based at each library school in the region in rotation for three years. Prof. Adetowun Ogunsheye, Head of the Department of Library Studies, University of Ibadan was chosen as first editor. The library schools at Dakar and Zaria each publish a newsletter. This practice is highly successful and should be adopted by all the schools. Abstracts of concluded and on-going research studies should appear regularly in these newsletters.

Finance

All schools except those of Addis and Lusaka have their own budgets. The schools in Addis and Lusaka share in general budgetary provision for the faculty/school of education of which they are a part and have only small running cost budgets of their own.

Staff salaries are at par with others in the universities and budgetary provision for running expenses while not generous appears adequate. In Ethiopia and Zambia inadequate financing is reflected in insufficient staff and classroom/laboratory facilities.

All schools seek external aid to supplement their budgets, primarily in terms of 1) scholarships for staff, 2) scholarships for students, 3) grants of equipment and/or books, 4) capital grants for building and furnishings.

Every library school should have its own budget. The recurrent budget should provide for:

1. Personal emoluments:
   - i) Senior staff
   - ii) Intermediate and junior staff
   - iii) Guest lecturers/instructors
2. Staff travelling and subsistence
3. Revolving loans scheme for students
4. Students field work and practical training
5. The Department/School's Documentation/Media Resources Centre. (Books and non-book materials)
6. Subsidy to departmental magazine
7. Teaching materials and aids
8. Membership in learned societies

9. Current subscriptions to journals
10. Printing and stationery
11. Maintenance and repair of equipment including departmental vehicle
12. Cleaning materials
13. Contingencies

The capital budget should provide for:

1. Building extensions and remodelling as necessary
2. Furniture and fittings
3. Equipment
4. Departmental vehicle

Physical Facilities

The East African Library School and Department of Library Studies, University of Ghana have separate buildings containing an office for each lecturer, a general office, a library school library and at least two classrooms.

The library schools at Ibadan and Dakar occupy distinct and self contained floors of larger buildings and have available an office for each lecturer, a general office, a library school library and at least two classrooms. In addition to occupying a floor in the Faculte des Lettres, the Dakar School has a pre-fab extension to cater for increased office and classroom needs.

The three newest schools: Department of Library Science, Ahmadu Bello University (1968), Department of Library Studies, Haile Sellassie I University (1965), and Library Studies, University of Zambia (1968) share office and classroom space in the Faculty of Education (School of Education in the case of Zambia) on a flexible basis. An office for each lecturer, an office for a secretary and classrooms as needed are available although they are not allocated permanently to the library schools. The Department of Library Studies, Ahmadu Bello University is developing a Faculty of Education Library to serve both the Department of Education and the Department of Library Science.

As the African library schools grow in student enrollment and full-time staff, the need for increased facilities becomes pressing. All of the

library schools with the exception of Ibadan and Zaria continue to depend upon an additional classroom in the University library. Only in Ibadan, Dakar and Makerere are there well developed library school libraries to serve as laboratories and to supplement professional holdings in the University library. The other schools are wholly or largely dependent upon the University library for their professional literature collection.

Present accommodation appears to be barely adequate in Ibadan, Zaria, Accra, Dakar and Makerere and inadequate in Addis Ababa and Lusaka.

Every School should have its own building rather than share facilities. A building gives identity and pride to staff and students. It also increases the status of the school. Such a building should include the following:

1. Director's office
2. Office of Director's Secretary
3. An office for each lecturer
4. General school office
5. Four lecture rooms (minimum)
6. Two workroom/laboratories (minimum)
7. An auditorium for A-V presentations and Colloquia
8. An on-line computer access room
9. A documentation/media resources centre (i.e. library)
10. Storeroom
11. Toilets

Each library school requires its own library. Reliance on the university library is unsatisfactory because a library school library must serve as a laboratory in addition to serving as a resource and media center. In the library school library the desired proceedures and techniques must be demonstrated and simulated experience be offered in a controlled environment. The use of the library resources must equally be governed from within the school by regulations suited to the needs of the specialized clientele.

Staff

Full time staff strength at the schools in the region during the 1973/74 session was seven for Ibadan and Zaria (six full time for the complete term plus two visiting lecturers for one term each) four for Accra, Dakar and Makerere; three for Lusaka and one for Addis Ababa.

Currently Ibadan, Zaria, Accra, Dakar and Addis Ababa utilize part-time lecturers to supplement their full-time staff. For a variety of reasons, financial and otherwise, all library schools in sub-Saharan Africa relied heavily in their early years on part-time staffing. The competing responsibilities borne by part-time staff rendered this method unsatisfactory and all schools have sought as a major goal the increase in full-time staff strength, with part-time lecturers serving to enrich the basic curriculum.

In January 1974 the following schools had African Directors--Ibadan, Dakar, Addis Ababa, and Makerere; and the following schools had at least two African full-time academic staff--Ibadan, Zaria, Accra, Dakar and Makerere. In the case of Addis Ababa the single full time lecturer and Head was Ethiopian. Only in Zambia was the situation such that there was no African member of the library school staff. Indigenous staff have a very practical role to play in the creative adaptation of methods and content of library education to the local scene. Firstly, they are in general the catalysts and innovators who make the library schools more responsive to African needs. Secondly, their presence plays a very important role in creating an image of the profession attractive to new recruits who will be the leaders of the library profession in tomorrow's Africa.

Each School should have a full-time director, preferably African, at the professorial level. For the library school to function efficiently, qualified African staff are essential. While not excluding the use of expatriate staff, especially as visiting lecturers, it must be realized that African staffing not only affords continuity and commitment to African goals but also provides creative development of the African image of librarianship. The training of African library educators should therefore have immediate priority in all technical assistance programmes which hope to improve African libraries and librarianship.

The full time staff equivalency needed for an African library school should be gauged by: 1) the number of programmes taught; 2) the number of students in each year of each programme; 3) the variety of specializations or competencies required. The preferred ratio of staff to students was given as 1:10 to 1:13 in the EALS 1970/73 Development plan. This was promulgated on the projection of three programmes--2 year diploma, six month certificate course and a single one term course in 'Introductory Library Studies' for B.Ed students.

When planning staffing a student/staff ratio of 1:10 is recommended as a guideline. The 1972/73 ratio of students to full-time staff equivalency of the Sub-Saharan African library schools is shown in Table II of the Appendixes. In evaluating this table it is necessary to bear in mind that fluctuations of staff which may have occurred within the academic year are not reflected. On the basis of Table II one must conclude that staff strength during 1972/73 was numerically adequate in Ibadan, Accra and Dakar only. In 1973/74 the staffing situation at Zaria had improved to the extent that staff strength in full-time equivalency had risen to 1:12.5. This brought all the West African library schools within the terms for minimum numerical adequacy. In terms of a balance of experience and variety of specialties represented, staffing was considered by all schools to be inadequate.

The following full-time staff are recommended if two programmes (Library Studies and Information/Documentation Studies) are taught:

1. Head of Department/Director
2. Associate Head of Department/Specialist in Administration
3. Specialist in Bibliography/Reference
4. Specialist in Library Education/School Libraries
5. Specialist in Cataloguing and Classification
6. Specialist in A-V Media and Communications
7. Two Specialists in Information Science/ Documentation

If a third programme (Archival Studies) is offered a minimum of two (and preferably four) additional specialists in archival studies must be added to the establishment.

Visiting lecturers, both experienced expatriate library school lecturers and experienced practicing professionals from Africa should be utilized to enrich the curriculum.

Lecturers from other departments will be required to teach service courses in French language and in typing. In line with a needed interdisciplinary approach students in Library, Archive and Information Studies will enroll for courses in the Departments of Education, Management, Psychology, Sociology, Computer Science and History.

Students

Student enrollment in the Sub-Saharan African Library Schools for the 1973/74 session was as follows:

Post-Graduate

Ph.D/M.L.S.	Ibadan	- 7
M.L.S.	Zaria	- 8
M.A.	Accra	- 4
P.G.D.L.	Ibadan	- 34
P.G.D.L.	Accra	- 5

Undergraduate

B.L.S.	Zaria	year 1 - 40	
		year 2 - 23	
		year 3 - 16	
	Addis Ababa	year 2 - 15	approx.
		year 3 - 15	approx.
		year 4 - 15	approx.
	Zambia	year 2 - 12	
		year 3 - 11	
		year 4 - 10	

Non-Graduate Professional

("A" level entrance)

Dakar	year 1 - 40	
	year 2 - 28	
Makerere	year 1 - 30*	
	year 2 - 25	

Non-Graduate Sub-Professional

("O" level entrance)

Ibadan	year 1 - 25	
	year 2 - 53**	
Zaria	year 1 - 30	
	year 2 - 26	
Accra	- 10	
Addis Ababa	- 27	
Lusaka Diploma:	year 1 - -	
	year 2 - 15	
Certificate	- -	

* Represents figure of those admitted.

** Includes graduates of former 1 year certificate programme who returned to complete the diploma.

The unstated goal of library education as it began in Africa was two pronged: 1) to train new staff and 2) to upgrade existing staff. In many cases the first serving staff lacked sufficient academic background to enable them to proceed for professional training. Therefore the standard of entrance qualifications was momentarily impeded by the educational level of those already employed. Particularly in the cases of the two regional schools, early intakes of students were required to undergo lengthening of programmes and remedial general academic studies. This period has now, it appears, passed. Admission to all programmes is consistent with the admission requirements of the Universities themselves. However, in the university based library schools the problem created by differences in admission requirements between the sub-professional programmes and the professional programmes will remain a perplexing one. Although it is in general agreed that requirements for the two levels are not the same, harmonization appears necessary to provide a ladder of opportunity for exceptional recruits from one level to the other. Many leaders of the profession in whatever part of the world start their career as library assistants. Opportunity for advancement is both humanely and professionally desirable. This necessity has been most clearly verbalized in areas of Africa where educational development is retarded and immediate recruitment of sufficient library staff at a higher academic level impractical (i.e. Zaria, Northern Nigeria; Addis Ababa; Zambia.) The necessity of provision for the ladder within the African scheme of library education will undoubtedly remain a practical reality for the decade to come.

In evaluating present students one inescapably reaches the conclusion that students with prior library experience have an added edge in motivation. This makes the quality of students in sub-professional courses immediately noticeable. Such students may even appear surer of themselves and more motivated than is the case with some students in post-graduate courses who have not had prior experience.

It is to be observed that despite the noticeable lack of and need for valid statistics of professional manpower needs in the region the library schools at Ibadan, Zaria, Accra, Dakar and Kampala are doubling their student admissions in the 70s. Increased admission seems to be a valid trend and points to the capacity of African nations to absorb spiriling numbers of librarians in the coming development decade.

It is recommended that to ensure that the utmost benefit is derived from the training offered, admission requirements for all courses should be uniform with university requirements for courses of that level.

A good university subject degree should be the pre-requisite for professional (post-graduate) programmes.

In selecting students the following should be borne in mind:

1) Appropriate liberal education as a pre-requisite should reflect the subject competence appropriate to specialization selected.

2) Appropriate personal qualities (enjoys people, enjoys books, flexible, perceptive, has initiative, thinks logically) are essential.

3) Experience in library work reveals aptitudes. Students should be advised to obtain such experience before admission.

While manpower projections from government planners should not be discounted it should be borne in mind that they may reflect the thinking of persons not fully aware of the development potential of the profession. It is necessary at this stage to train those who will develop libraries and librarianship as well as those who will man existing ones. Subject to availability of suitably qualified staff and adequate facilities it is recommended that the existing library schools double their student admissions in the 70s.

In view of the desirability of increasing contact and harmonizing programmes in library, archival and information sciences in Africa, scholarships should be made available through African regional organizations (OAU, Association of African Universities) to promote interchange of African students attending library schools in the African region.

Additionally there should be arrangement for exchange of advanced research students between African library schools and those overseas.

Levels, Duration of Programmes and Degrees Awarded

The degrees awarded and the duration of present programmes is as follows:

Ph.D.	3 years minimum	-- Ibadan
MA, MLS	2 years minimum following degree	-- Ibadan, Zaria, Accra
PGDL	1 year following first degree	-- Ibadan, Accra
BA, B.Sc with library science subsidiary	-- 4 years of which roughly ¼ is in library science	-- Addis Ababa, Lusaka
BLS	-- 3 years of which roughly 2 years are in library science	-- Zaria
DAFB	-- (Diplôme d'aptitude aux fonctions de bibliothécaire) -- 2 years beyond the baccalaureat	-- Dakar
Dip. Lib.	-- 2 years beyond advanced level (12 years) secondary school	-- Ibadan, Zaria, Addis Ababa, Lusaka
Certificate	1 year beyond secondary school	-- Accra, Lusaka
	6 months beyond secondary school	-- Kampala, Dar es Salaam, Nairobi

It was recommended by the participants at the Dakar Conference on Harmonization of Librarianship Training Programmes in Africa that all candidates admitted to courses should meet the same entrance requirements as required for similar courses in the University.

The participants recommended that the duration of courses should be as follows:

1. Non-professional <u>certificate</u> courses -- at least <u>one year</u> ;

2. Para-professional <u>diploma</u> courses (training candidates with at least 10-12 years prior schooling) should last at least <u>two years</u>;

3. Professional diploma courses for non-graduates (candidates having 14 years prior schooling, or Advanced Level GCE) should last for at least two years;

4. Degree courses (with minor in library science) when considered necessary the period reserved for the library science element of the course should be of the same duration as for the professional diploma, i.e., at least two years;

5. Post-graduate diploma courses should last at least one year;

6. Higher degrees: duration of courses should be governed by the regulations of the individual universities.[6]

It is generally recognized that an informed as well as a perceptive mind is a valid part of the image of the professional information scientist/librarian/archivist. The librarian must therefore be a broadly educated person. For this reason the international trend today is increasingly toward professional library education at the post-graduate level, combining a liberal education with the techniques of scholarship and of librarianship. That this is also the opinion of African library educators can be seen in the recommendations of the participants at the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February 1974. This Group of library school directors and educators recommended that

> While recognizing that for sometime various countries will continue to offer first professional courses at the undergraduate diploma level, the ultimate aim should be to offer first professional training at a post-graduate level.[7]

The participants at the Colloquium on Library Education in Nigeria, Ibadan, March 15-19, 1974, recommended

> That librarianship in Nigeria must move toward a post-graduate profession.[8]

Tied closely to the problem of developing a suitable curriculum is the time allotted to the programme. It has been generally accepted that at the post-graduate diploma level one year is the most practical length for the course, but at present Ibadan, Zaria and Accra which offer the P.G.D.L. regard a two year professional programme (preferably a masters) with its additional time for field-

work and research programme as preferable. John Dean, then director of the Institute of Librarianship, University of Ibadan said in 1966, "One of our greatest problems in the Institute of Librarianship in Ibadan is to shape our course in such a way that the very limited teaching time at our disposal is most usefully utilized. In one session's course we have only enough time to cover the core subjects adequately and the newer specialities which are proliferating at such an alarming rate are only briefly touched upon."[9]

In 1974 the present Head of the Department of Library Studies, University of Ibadan, Prof. F. A. Ogunsheye stated, "Ibadan finds that the content of library education has expanded so much in the last five years that even one year is found to be too short to impart adequately what is considered the required minimum qualification for library education. Ibadan is proposing to replace the one year postgraduate diploma course with a two year Masters degree course for graduate librarians."[10]

Non-degree diploma programmes with a two year period are generally much more satisfactory structurally than the one year post-graduate programmes. With the international trend toward a post-graduate profession, with British and Canadian schools favouring a two year Masters and American library educators responding with more than polite interest to such an extension, curriculum planners for African librarianship are also looking toward a two year framework. Accordingly, it is advisable that the first professional qualification awarded by the sub-Saharan African library schools be a two-year masters degree.

For many library "house-keeping" tasks library technicians are required whose academic background need not be so high, but who, having appropriate personality traits and aptitude, should be given advanced technical training. All African library schools offer such middle level training. African library educators at Dakar recommended that admission requirement for this course should be the secondary school certificate and duration should be two years.

The teacher-librarian is a specialist educator and the preferred professional training is instruction in librarianship given through or in close cooperation with a Faculty of Education in a university and leading to a post-graduate qualification in library, archive and information studies with an option in education or to a degree in education with an option in librarianship.

In countries where the bulk of teachers are produced in intermediate level teacher training colleges a course in use of the library in teaching and another course in organization of the school media centre should be offered to all students in such Colleges.

It is possible, for reasons of economy of limited resources to combine the various levels of training in a university-based school. The attachment of a non-degree diploma level course (whether ostentiously for intermediate or for professional librarians) to a university department not only drains the time of the lecturers and downgrades the status of the school, but also it leaves something to be desired in professional training. Yet it will clearly be a very important part of the programmes of African library schools for the coming decade. It is necessary therefore for library educators to reach a consensus on the aims of the undergraduate diploma course with its high percentage of fully professional content and to view with open eyes its impact on professional development, unity and leadership.

In the interest of harmonization and standardization it is advisable to draw the bar between professional and non-professional at the level of a graduate profession clearly demarcating all programmes of less than an academic first degree as technician training. If it is then felt desirable to keep middle-level training at two years, there should be considerable general studies content rather than two years of purely professional studies.

The ambiguity of levels of training would be clarified if technician training were done in colleges of technology rather than university based library schools. The Nigerian profession at the Colloquium on Library Education in Nigeria, Ibadan, 15-19 March 1974, recommended:

> that the facilities for training library technicians might be better provided in a technical college situation than in a university situation as at present.[11]

However economy of resources and teaching staff may predictably keep technician level training in Africa within the Universities for the coming decade.

Methods

It is recommended that, in view of the increased competence of students who have worked in libraries and the lack of experience on the part of the majority of students

entering the library schools today that practice work should become a required teaching method. Additionally, internship should be investigated as a means of integrating theory with practice.

As Mrs. Adetowun Ogunsheye, Professor and Head of the Department of Library Studies, University of Ibadan, pointed out in Dakar,

> Although the emphasis [at Ibadan] is on library education for the postgraduate course, it is imperative that graduands for a professional award must have competence in library skills and operations. The absence of an organisational structure, whereby a full scale library can be part of a library school's teaching apparatus is a handicap to the teaching of professional skills. The literature of library education is replete with controversy over the issue of whether librarians should be trained by libraries or by library schools which are a part of higher educational institutions. Ibadan has been fortunate in obtaining the cooperation of two large libraries - the University of Ibadan Library and the National Library - to accept its students for short periods of full time practical work. This experience has been found essential, and Ibadan would like to see a system whereby the type of relationship which exists between medical schools and hospitals is transposed to library education. Library educators will then be also part time practising librarians giving service, demonstrating and teaching in libraries. The proportion of theory to practise will become more realistic and effective education programmes will evolve. In the two year programme envisaged it should be possible to integrate longer periods of practice with theory.[12]

Prof. Ronald Benge, Head, Department of Library Science, Ahmadu Bello University, also supports the importance of practicals in library education with the inevitable consequence of a lengthened period of first professional education. In a position paper entitled, "Some principals of Library Education: a Discussion," Prof. Benge wrote:

> The importance of practical applications is a problem no less important than the pursuit of theory. It is a truism that if theory is separate and disconnected from practise then

> something is wrong. If we are teaching Principles of Library Science how can we ensure that they will be applied? If they are meant to be guides to action how can we guarantee that right action will follow? ...
>
> The importance of practical work seems to me much greater in developing countries because in many cases there will be little or no guidance (training) in the libraries where students take up appointments. Many of our students take up Special Library posts where they are in charge of the library, and nobody else in the organisation will even understand what the problems are. For this reason practical training becomes a responsibility of the teaching agency - and we cannot evade it by preaching the importance of theory. This is why a one year course is wholly inadequate.[13]

In view particularly of the lack of teaching models, the use of audio-visual teaching aids for simulated experience should become widespread in African library education. Creation of relevant audio-visual aids is an area of research in which the African library schools could cooperate with international professional organizations.

In the post-graduate programmes all students should have at least one Seminar.

Teaching of African librarianship is generally hampered by lack of textbooks adapted to African needs although creative work is being attempted within the schools in the library school syllabii. It is recommended that international professional associations give close study to the findings of the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February 1974, wherein participants moved

> That Unesco should assist in the compilation of a book on the History and development of libraries in Africa based in part on information already existing in unpublished form at library schools in Africa.[14]

They additionally recommended that Unesco's assistance be sought

a) in the compilation of text books adapted to African schools' needs;
b) to undertake the financing of publications of text books.

Curriculum

An important objective of the library profession in the African region today is that of maintaining a single profession uniting the specialized services of librarians, archivists and documentalists. The corresponding aim of library educators is to enable the information processing and servicing professions receive training conducive to furthering this objective by ensuring that each cadre of the profession (librarians, documentalists and archivists) understands the similarities which unite them as well as the differences which characterize their specialties.

This goal is on the verge of attainment in the Dakar School which now offers specialized training for librarians and archivists and will shortly initiate its specialty in documentation. The EBAD curriculum provides a common core for all students. This common core is topped by an additional core for each of the three specializations--library studies, archival studies and information studies (documentation). Students of each specialization undergo at least one course in each of the other two areas. Nowhere else in Africa have plans for a comprehensive professional school come as near to realization as at Dakar. But the goal is present. Prof. F. A. Ogunsheye, Head of the Department of Library Studies, University of Ibadan, foresees the future development as leading to a Department of Communications which would embrace library studies, archival studies, museum studies, information science, and mass communications media. Librarians of Eastern Africa expressed their support for such development when at the International Conference on Development of Documentation and Information Network in East Africa, Nairobi, July 23-August 1, 1973 they resolved,

> that a regional training institution for the training of documentalists, librarians and archivists be established, and
>
> that an inter-continental bi-lingual training institute at diploma/post graduate and at such other level or levels as may be deemed appropriate, catering for all branches of information services, should be given consideration by the countries of the region.[15]

The present position is one of very limited specialist training. Outside of Dakar archival studies are not offered in sub-Saharan Africa. A specialization in archival studies for English speaking Africa at the University of Ghana is expected to open by 1975. A course in archival

studies appears in the prospectus of Library Studies, University of Zambia, but it has never been possible to teach it.

Opportunities for documentation/information science training are equally limited. Dakar teaches a single course while its full specialization is being planned. Ghana and Zaria offer single courses. D. J. Foskett taught a course in information retrieval at the Ibadan Institute during the spring 1967 term and Ibadan held a two-week workshop for senior librarians who would be planning and executing programmes connected with computer applications in libraries from 13-24 April 1971. For this workshop, "Information in the Seventies," ASLIB of Great Britain supplied 4 specialist personnel as teachers.

No training for documentalists exists in Eastern Africa. At Makerere a highly successful three month training course in Documentation was held September-November 1969. The course was sponsored by Unesco with the financial and technical assistance of the Friedrick Naumann Stiftung. Six visiting lecturers came from Germany for periods of one to two weeks each to lecture on individual specialized subjects while a member of the school worked as part-time instructor and coordinator throughout the course.

The UNESCO Expert Meeting on National Planning of Documentation and Library Services held in Kampala, 7-15th December 1970, made the point that librarians and documentalists should receive the same basic training in librarianship with specialized courses in documentation techniques and that UNESCO should promote the introduction of specialist courses in documentation work at existing schools by helping to provide the necessary specialized teaching staff.

All sub-Saharan African library schools were founded with the stated objective of training librarians. The Unesco Seminar on the Development of Public Libraries in Africa, held in Ibadan in 1953 proposed a basic or 'core' curriculum in librarianship for the leadership or professional level as follows:

> First Semester: Library Organization and Administration (including attention to the library in the social order), 3 hours per week; Cataloguing and Classification, 4; Selection and Acquisition of Books and other Materials (including reading needs and interests), 4; Bibliography and Reference Work (including Government Publications), 4.

Second Semester: Either Group I (Public Libraries, with special attention to library Extension, 3 hours per week; Adult and Fundamental Education, 2); Or Group II (Work with Children and Young People, including Children's Literature, 3; Education and Child Psychology, 2); Or Group III (Scholarly and Special Libraries, e.g. university, government, etc., 3; Archives and Paleography, 2); And Cataloguing and Classification, 2; Selection and Acquisition of Books and other Materials, 2; Bibliography and Reference Work, 2; Field Work, 4.[16]

Tables III and IV attempt to compare the basic programme for the training of professional librarians which was proposed at the Ibadan Seminar with the present syllabuses of the library schools in tropical Africa. In all cases existing curricula hew closely to the traditional core. This core--Library Organization and administration, Selection and acquisition, Cataloguing and classification, Reference and Bibliography and Special types of libraries--public, school, university and special--is being taught in a comparative manner with the libraries of Great Britain and America forming the background and libraries and librarianship in Africa being used as examples.

The opportunity to tailor professional programmes to African needs was a major reason for the establishment of library schools in Africa. The report of the 1953 Ibadan seminar drew attention to this basic objective in these words, "Training in professional library schools outside Africa, in countries and institutions geographically and intellectually remote from the realities of African problems, does not and cannot provide a fully satisfactory alternative to properly organized professional library training on African ground."[17]

Thus far in the evolution of curriculum for the African library school the distinctive needs of the African situation appear to have greater coverage in courses in "Library and society" (Ghana), "Libraries in their social setting" (Makerere) or "Library and the community" (Zaria) and receive a general interpretation and emphasis in subjects such as 'selection and training of staff,' 'planning of buildings,' 'acquisition and organization of materials,' or 'bibliography' to name a few. Courses in types of libraries are also oriented particularly toward the local situation. That the distinctive needs of Africa are borne in mind in all courses is revealed in the descriptive notes in the respective syllabuses which

enumerate: "Principles of book selection for different groups and in different libraries with particular emphasis on the problems caused by multilingual societies," "Special adaptations for Africa of classification schemes," "Copyright law in Africa," "Special problems of care and maintenance in tropical conditions," "Development of national bibliographies in newly developing countries" (East African School of Librarianship, Makerere); "Emphasis will be placed in each section on the peculiar problems of administering and organising libraries in a developing West African environment," "Library Associations in West Africa," "The planning and siting [of library buildings] with special reference to the tropics," "African bibliography," "The indigenous alphabets and their potentials," "Publishing and bookselling with special reference to Ghana," "Problems of bibliography and documentation with special reference to Africa" (Department of Library Studies, University of Ghana); "Buildings and their care in tropical countries," "Collections, their treatment and protection," "The psychology of presenting and the technique of preparing the public for reading," "African bibliography, general and by discipline," "Research in Africa" (L'Ecole de Bibliothecaires, Archivistes, et Documentalistes, Universite de Dakar); "Library history with special reference to library development in Africa," "Organizational pattern of library systems with special reference to Europe, America and Africa," "Nigerian bibliography," "Sources for African studies," "Cataloguing schemes in West Africa," "Classification problems in West African libraries," "Development in Africa with special reference to Nigeria" (Department of Library Studies, University of Ibadan); "Cataloguing problems with particular reference to Nigeria," "Systems of national bibliographic control: Africa, Nigeria, Ghana," "Bibliographic control of area studies: African studies, Islamic studies," "Analyses methods of identifying and satisfying different community needs, and describes the present patterns of library development in West Africa," "Critical assessment of library development in West Africa, including an analysis of the role of international and foreign aid," "Problems of selection and acquisition of African material," "Emphasis given to library development in Ghana and Nigeria" (Department of Library Science, Ahmadu Bello University); "Literature of Ethiopia," "Literature on Ethiopia," "Bibliographies on Ethiopia, Africa" (Department of Library Science, Haile Sellassie I University, Addis Ababa); "Development of Libraries in Africa," "History, development and characteristics of publicly supported libraries in Zambia," "Library law and other relevant legislation in Zambia," "History and functions of national, academic and legal

deposit libraries, with special reference to those in Africa," "The history and functions of special libraries, information bureaux and those national libraries that have a specialized function, with emphasis on those in Central and East Africa" (Library Studies, School of Education, University of Zambia).

The development of a curriculum which covers the accepted core subjects and yet is specifically oriented toward library leadership needs within the African culture and conditions is a present priority of all schools.

As Prof. Adetowun Ogunsheye pointed out at the Dakar Conference, February 25, 1974:

> The courses in most library schools in Africa are based on framework of courses in Great Britain, Paris or U.S.A. This is because the personnel establishing the courses have to operate from the basis of what is known and accepted. The content of library history, printing and book production, literature sources and bibliography, organisation of books and materials and library administration, have been based on the European or American experience. Because African libraries obtain books from European and American sources, they have had to include studies of librarianship on both continents as well as to study what has accumulated as African librarianship or courses for African Studies. The content of courses in African library schools is essentially geared towards comparative librarianship, because they have no alternative. The courses are therefore crowded with experience of world librarianship and the African component is treated as special subject instead of being integrated into every course. It is therefore imperative after 14 years of library education to analyse the needs of African librarianship and work out a course that will meet the special needs of Africa and yet meet international standards for library education. There is need for a rethinking of the whole concept of librarianship in a society that is at the moment non-print orientated. It is important to redesign courses and syllabuses so that they are geared to the needs of developing countries. It is also imperative to note that in a world that is largely becoming integrated, we cannot afford to isolate African librarianship.[18]

The need for curriculum revision was stressed by The Inter-University Council for Higher Education's Overseas' Working Party on the Training of Library Staff of Overseas Universities in its 1970 report which noted that:

> Inspection of the syllabuses of library schools for English-speaking African countries reveals the strong influence of British professional education. This is understandable, but it is important that African professional education should take fuller account than at present of the distinctive needs of African librarianship.
>
> Revision of many of the syllabuses of library schools to reflect these needs is urgently required. This is well appreciated by many practitioners and teachers in Africa, and their joint action toward the revision of syllabuses is worthy of high priority.[19]

Library educators in Africa as elsewhere are watching with keen interest Unesco's attempts to bring about a world-wide harmonization of curricula for the training of documentalists, librarians and archivists. The Group of Experts on the Harmonization of Methodology and Curricula in the Training of Documentalists, Librarians and Archivists which met in consultation with Unesco in Paris, 28 January - 1 February 1974 outlined a curriculum for the three branches of information professionals--librarians, archivists and information scientists--which grouped the common core under five major headings:- Foundations, Materials, Methods, Management, and Technology. Examples of "core content" suggested for librarians, archivists, and information scientists under each broad heading are shown in Table V.

This proposed core curriculum was considered by the Unesco Conference on Harmonization of Librarianship Training Programmes in Africa which was held at the University of Dakar, February 25-27, 1974. There the heads of African library schools noted the curricula of the various programmes at the existing schools in the region, considered the programme prepared by the Unesco Working Group in Paris in January, and recommended:

1. That the programme of the Unesco working group should be used as a framework for revision of existing programmes at existing library schools, and

2. That the Unesco working group programme should also include the teaching of Oral Tradition under Library and Society in the Foundations Section; and Audio Visual materials and technology in the Materials and Technology sections of the programme.[20]

In a background document for submission to the Intergovernmental Conference on the Planning of National Overall Documentation, Library, and Archives Infrastructures, Paris, 23-27 September 1974, IFLA outlined the following subjects to be included in the education of the professional librarian:

Required courses:

1. Organisation of knowledge and of the educational system
2. General information science
3. Library theory (including library ecology, sociology, and psychology)
4. Domestic and foreign librarianship
5. Study of the book
6. New media
7. Library administration
   a. library management
   b. function and method of library administration
8. Cataloguing
9. Bibliography
10. Documentation
11. Informatics
12. Library building and technology
13. Library legislation
14. Administration
15. Comparative library science

Specializations

A. According to type of library

1. Public libraries with further specialization possibilities: metropolitan libraries, school libraries, music libraries, company libraries, hospital libraries, county libraries, etc.

2. General research libraries with further specialization possibilities: national libraries, colleges and university libraries, trade union libraries, etc.

3. Special libraries and documentation centres.

B. Special fields

For example: planning and organization, computer science, early printed books, public relations, cataloguing, information science.[21]

Comparing these two curricula proposals with the syllabuses presently used in the Nigerian library schools, Prof. F. A. Ogunsheye commented:

> Nigerian Library schools are not giving courses in the following areas for the full professional course: The new media; General information science; Informatics; Comparative library science; Library technology; Library sociology and psychology; African culture and oral traditions.
>
> Although it may not be essential now to include all these courses, the omission of the new media and library sociology and psychology as it relates to the local environment makes our courses inadequate for the local situation. A special course on African culture and oral traditions, sources for African studies and audio-visual materials and technology should also be included in the education of full professionals in Nigeria.[22]

The Standing Conference of African Library Schools

After consideration of the programmes of the existing African library schools in the sub-Saharan region it was felt at the Dakar Conference that the major problems encountered by library educators in the execution of their training programmes were:

1. The difficulty of recruiting sufficient African teaching staff;

2. The problems connected with the teaching of special subject areas, such as: the cataloguing of African names, the history of libraries in Africa, and documentation/information science.

3. The lack of text-books adapted to African needs.

Recognizing the necessity of organizing a machinery of co-operation and exchange of information in order to tackle these problems:

1. The participants noted the shortage of teachers at the various schools, considered the difficulties encountered in teaching specialist courses and recommended that a machinery should be established for the exchange of staff between the schools;

2. Recommended that machinery should be established for the exchange of students among the African library schools;

3. Agreed upon the regular exchange of publications such as annual reports, development programmes, research papers and syllabi (including revisions) as well as data (staff lists, statistics, etc.);

4. Unanimously decided that a Standing Conference of African Library Schools (with the accronym of SCALS) be established to serve as a forum for the discussion of all matters concerning teaching, research, and administration at library schools in Africa. It was further decided that the Standing Conference should be convened every two years at each of the schools in rotation, and that it should have a convener who would be responsible for organizing the Conference--the successive conveners to be the Heads of the respective schools. Ato Tesfaye Aldiga, Head, Department of Library Science, Haile Sellassie I University, Addis Ababa, was selected to be the convener of the first conference of SCALS scheduled for 1976.

5. The participants noted the lack of a vehicle for exchange of information and recommended the establishment of an organ of communication in the form of a newsletter to be entitled SCALS Newsletter to be based at each of the schools in rotation for three years. Prof. Ogunsheye was chosen as first editor.

6. To help them accomplish these goals the participants sought Unesco's assistance:

   a. For the provision of sufficient fellowships for the training of teachers urgently required at all library schools in Africa;

b. To give financial support for future meetings of the Standing Conference of African Library Schools;

c. To assist in the compilation of a book on the history and development of libraries in Africa, based in part on information already existing in unpublished form at library schools in Africa.[23]

Development of Additional Schools of Library, Archive and Information Science

Additional library schools are in the process of planning in both Eastern and Western Africa.

In Nigeria which already has a large Department of Library Studies at Ibadan and one of Library Science at Zaria, a Department of Library Science was in 1974 approved by the Senate of the University of Nigeria, Nsukka. A proposal for training library technicians has been submitted to the Provost of the Institute of Management and Technology, Enugu. Proposals for training librarians and media centre specialists are also being considered by the Faculty of Education, University of Benin, Benin City.

In Sierra Leone the Library of Fourah Bay College in conjunction with the Department of Extra-Mural Studies, University of Sierra Leone has been running a course preparing students for the City and Guilds library certificate. The need is felt for something higher than this certificate to take care of middle level training and it is therefore hoped to start such a course later.[24]

In Eastern Africa there are signs of additional schools also. Already both Kenya and Tanzania are offering certificate level training courses although they have not yet established library schools. T. K. Lwanga, Chairman, Council on Library Training in East Africa, describing the situation with respect to higher education for librarianship in Eastern Africa at the Unesco Conference in Dakar, February 25, 1974, said,

> In the last two years there have been strong feelings that a graduate programme should be established, on a regional basis, as soon as possible. During the Standing Conference of African University Librarians, Eastern Area (SCAULEA), Addis Ababa 1971, the

following resolution was passed:

> "SCAULEA recommends the establishment of graduate studies programmes in librarianship at a University in the area to service the area's needs with due regard to long and short term manpower requirements."
>
> A recent development has been the appointment of an expert by the Ford Foundation to assess the viability and financial implications of the project if established somewhere in the Eastern Africa Area. We are therefore very likely to see a post-graduate course established at one of the Universities which have other going training programmes in librarianship.25

While the Graduate Library School for Eastern Africa may develop at an existing school it may equally well form the basis for an entirely new school.

The next country in Eastern Africa in which a library school is likely to develop is Kenya. Up until the present senior Kenyan librarians have been trained abroad while supportive professionals and junior librarians have been trained at Makerere. On 3rd September 1971 the East African Library Association, Kenya Branch submitted a memorandum on the Training of Librarians in Kenya to the Kenyan Government Training Review Committee. In this memorandum the Association stated:

> We would recommend that the University of Nairobi should be urged to include a library school in its next five year development plan. This seems to us the only way Kenya can start producing the sort of librarians who are prepared to grapple with Kenya's library problems while being fully sensitive to their environment.26

As a result of this memorandum which was published in the press the Norwegian government offered through Unesco's programme of bi-lateral aid to assist in the first six month training programme for library assistants which commenced in the Kenya Polytechnic, Nairobi in October 1973. The course was expected to train up to 30 library assistants.

In Tanzania a certificate course for library assistants has been since 1972 offered at the Dar es Salaam College of National Education.

A Regional Plan for Library Education

In summary, all Governments in the Region are urged to mount manpower survey to facilitate planning for development of professional manpower. It is hoped, however, that by the end of 1974 IFLA and UNESCO will have collected sufficient data to enable a model plan for the Region to be drawn up. This plan to be drawn up by experts commissioned by IFLA should be considered by the Standing Conference of African Library Schools at an extra-ordinary meeting. After consideration and approval the final approved plan should be submitted by SCALS to UNESCO for transmittal by the International body to all Governments concerned. Additionally it should be transmitted to the Association of African Universities. By its recommendations and their implementation will be determined the pace and the equalization of development of professional education for the library archive and information science professions within the sub-Saharan African Region.

REFERENCES

1 Andre' Nitecki, "Library Education in Ghana," Ghana Library Journal, I, no.2 (December, 1972), pp.41-45.

2 S.I.A. Kotei, "Evolution of Library Theory for an African Environment" (unpublished manuscript, 1973).

- - "The Social Determinants of Library Development in Ghana; with Reference to the Influence of British Traditions" (unpublished M.Phil thesis, University of London, 1972).

3 F. Adetowun Ogunsheye, "Library Education at Ibadan University" (paper presented at the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, University of Dakar, 25-27 February, 1974). (Mimeographed.)

- - "New Proposals for Structure of Library Personnel and Curricula for the Various Levels or Categories," (paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, University of Ibadan, 15-19 March, 1974). (Mimeographed.)

4 R. C. Benge, "Some Principles of Library Education: a Discussion" (unpublished manuscript, 1973). (Mimeographed.)

- - "Trends in the History of Library Education," (paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, University of Ibadan, 15-19 March, 1974).

5 American Library Association. Committee on Accreditation. Standards for Accreditation, 1972. (Chicago: A.L.A., 1972), p.4.

6 University of Dakar School of Librarians, Archivists and Documentalists and Unesco. Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February, 1974. ["Preliminary Report of the Rapporteurs"], p. [3]. (Mimeographed.)

7 Ibid.

8 Colloquium on Library Education in Nigeria, Ibadan, 15-19 March, 1974, Recommendations from the Colloquium, p. [1]. (Mimeographed.)

9 John Dean, "Professional Education in Nigeria," Nigerian Libraries, II, no.2 (1966), p.72.

10 F. A. Ogunsheye, "Library Education at Ibadan University" (paper presented at the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February 1974), pp.24-25.

11 Colloquium on Library Education in Nigeria, Ibadan, 15-19 March 1974, Recommendations from the Colloquium, p. [1].

12 Ogunsheye, "Library Education at Ibadan University," pp.25-26.

13 Ronald Benge, "Some Principles of Library Education: a Discussion." (unpublished manuscript, 1973), pp.4-5. (Mimeographed.)

14 University of Dakar School of Librarians, Archivists and Documentalists and Unesco. Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February, 1974. ["Preliminary Report of the Rapporteurs"], p. [1].

15 International Conference on Documentation and Information Network in East Africa, Nairobi, July 23 - August 1, 1973. Resolutions, p.5. (Mimeographed.)

16 Unesco. Development of Public Libraries in Africa: The Ibadan Seminar (Paris: Unesco, 1954), p.105.

17 Ibid., p.100.

18 Ogunsheye, "Library Education at Ibadan University," pp.29-30.

19 Inter-University Council for Higher Education Overseas. Manpower and Training Committee. Working Party on the Training of Library Staff of Overseas Universities. Report. (1970), p.108.

20 University of Dakar School of Librarians, Archivists and Documentalists and Unesco. Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February, 1974 ["Preliminary Report of the Rapporteurs"], p. [3].

21 IFLA and the Role of Libraries--a background document for UNESCO's Intergovernmental Conference on the Planning of National Overall Documentation, Library and Archives Infrastructures, Paris, 23-27 September 1971. The Hague, October 1973. Quoted in F.A. Ogunsheye, "New Proposals for Structure of Library Personnel and Curricula for the Various Levels or Categories," pp.30-31.

22 Ogunsheye, "New Proposals for Structure of Library Personnel and Curricula for the Various Levels or Categories," p.32.

23 University of Dakar School of Librarians, Archivists and Documentalists and Unesco. Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February, 1974 ["Preliminary Report of the Rapporteurs"].

24 Letter from Mrs. G. M. Sheriff, Librarian, Fourah Bay College, March 30, 1974.

25 T. K. Lwanga, "A Survey of Librarianship Training Programmes in Eastern Africa," (paper presented to the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February, 1974), pp.12-13.

26 "Training of Librarians in Kenya: a Memorandum Prepared for the Training Review Committee by the East African Library Association--Kenya Branch," Nairobi, 1971, p.4. (Mimeographed.)

TABLES

TABLE I

THE PROGRAMS OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Studies, Faculty of Education, University of Ibadan, 1969/70 - (Institute of Librarianship, University of Ibadan, 1960/61 - 1968/69)	1960	NIGERIA GHANA SIERRA-LEONE GAMBIA	Doctor of Philosophy in Library Studies (Ph.D.) 1969/70 -	Normal University of Ibadan requirement for admission to a Ph.D course plus the P.G.Dip. Lib. (Ibadan) or an equivalent professional qualification.	not less than 3 academic years (full-time) or minimum of 4 academic years (part-time)	1
			Master of Library Studies (M.L.S.) 1969/70 -	Normal University of Ibadan requirement for admission to a Master's Course plus the P.G.Dip. Lib. (Ibadan) or an equivalent professional qualification.	not less than 2 years (full-time) or 3 academic years (part-time)	-
			Post-graduate Diploma in Librarianship (P.G.Dip. Lib.) 1963/64 -	First degree of an approved university.	1 academic year	approx. 128
			Diploma in Library Studies (Dip. Lib.) 1972/73 -	WASC with five credits including English or GCE with five subjects including English or Grade II Teachers Certificate with merit in five subjects including English plus minimum of one year full-time library employment plus success in Entrance Examination.	2 academic years	-

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Studies, Faculty of Education, University of Ibadan, 1969/70 - (Institute of Librarianship, University of Ibadan, 1960/61 - 1968/69)	1960	NIGERIA GHANA SIERRA-LEONE GAMBIA	Diploma in Library Studies (Dip. Lib.) 1963 - 1966	At least two years full time experience in a recognised Library, plus partial completion of the Library Association (London) syllabus Examination.	1 academic year	25
			A. L. A. 1960 - 1963	At least two years full time experience in a recognised library together with the Registration Examination of the Library Association or The first degree of a university.	1 academic year	16
			Certificate in Library Studies 1970 - 1972	WASC with five credits including English or GCE with five subjects including English or Grade II Teachers Certificate with merit in five subjects including English plus minimum of one year full time library employment plus Success in Entrance Examination.	1 academic year	42

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Science, Faculty of Education, Ahmadu Bello University, Zaria, 1970 - (Department of Librarianship, Faculty of Education, Ahmadu Bello University, Zaria, 1963 - 1970)	1963	NIGERIA GHANA LIBERIA	M. L. S.	First degree from a recognised university (preferably first or second class honours)	not less than 2 academic years (full-time) or 3 academic years (part-time)	1
			B. L. S.	GCE with five passes of which two must be at "A" level plus Faculty or Department degree requirements plus University requirements in English.	3 academic years	24 (approx.)
			Diploma (Dip. L. S.)	WASC with not less than 5 credits or equivalent in GCE "O" level or Teachers' Certificate with not less than 5 merits plus University's requirements in English.	2 academic years	43

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Studies, Faculty of Social Studies, University of Ghana 1965 - (Ghana Library School, Ghana Library Board, 1961 - 1965)	1961	GHANA NIGERIA SIERRA-LEONE	M.A. in Library Studies	Post-Graduate diploma in Library Studies or its equivalent plus interview.	not less than 1 year	-
			Post-Graduate Diploma in Library Studies 1967 -	First degree (second class) from approved university.	1 year from 1969/70 - 2 years 1967/68 - 1968/69	13 approx. 4
			Certificate in Librarianship, 1970/71 -	Five GCE "O" level passes including English plus 2 years experience working in an approved library plus entrance examination.	1 year	41
			B.A. in Library Studies, 1965 - 1967	University of Ghana admission requirements: the Higher School Certificate or GCE with two advanced level papers.	3 years	10
			A. L. A. 1962 - 1965	WASC with five credits including English and another language or GCE with five passes including English and another language plus library experience plus membership in the Library Association (London) or Higher School Certificate or GCE with two Advanced level papers or first degree of a university.	3 years	48

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
ECOLE de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, Sénégal, 1967 - (Centre Régional de Formation de Bibliothécaires des Pays d'Afrique d'Expression Française, Dakar, 1963 - 1967)	1963	SENEGAL BURUNDI CAMEROON CENTRAL AFRICAN REPUBLIC CHAD CONGO-REPUBLIC DAHOMEY GABON GUINEA IVORY COAST MADAGASCAR MALI MAURITANIA NIGER RWANDA TOGO UPPER VOLTA ZAIRE	Diplôme d'aptitude aux fonctions de bibliothécaire (DAFB) 1969 -	French Baccalaureat or its equivalent Or Brevet elementaire or brevet d'etudes du premier cycle plus four years in a public service of which three have been spent in a library plus entrance examination.	2 years	150 approx.
			Diplôme d'aptitude aux fonctions d'archivistes (DAFA) 1971 -	As above	2 years	7 or 8
			Certificat d'aptitude a la profession de bibliothécaire (CAFB) 1963 - 1967	As above	2 years	83

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
EAST African School of Librarianship Makerere University, Kampala, 1963 -	1963 (classes began in 1964)	UGANDA TANZANIA KENYA ZAMBIA MALAWI MAURITIUS	Diploma in Librarianship	University Entry Requirements: East African Certificate of Education or Cambridge School Certificate or GCE with 5 passes at "O" level and 2 at "A" level Or a pass in a Mature-Age examination which includes written and oral tests awarded by Makerere or any other University in East Africa Or Library Assistants Certificate plus Certificate of Adult Studies from Makerere, University of Nairobi or Dar es Salaam.	2 years	55
			Library Assistant's Certificate 1971 -	East African Certificate of Education or Cambridge School Certificate or GCE with 5 passes at "O" level plus at least one year's experience in a library.	6 months	57
			Certificate in Library Studies, 1964 - 1970	East African Certificate of Education or Cambridge School Certificate or GCE with 5 passes at "O" level plus at least one years experience in a library.	6 months	112

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Science, Faculty of Education, Haile Sellassie I University, Addis Ababa, 1969/70 - (Programme in Library Science, Faculty of Education, Haile Sellassie I University, Addis Ababa, 1965/66 - 1968/69)	1965 (classes began Feb. 1966)	ETHIOPIA	B.A. or B.Sc (Ed.) degree course with Minor in Library Science	University admission requirements for Faculty of Education degree courses.	3 years	100 approx.
			Diploma in Library Science	University admission requirements.	1 year (full-time) or 2 years (part-time)	72

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded.	Entrance Qualifications	Duration	Graduates through 1972/73
LIBRARY Studies, School of Education University of Zambia, Lusaka, 1967 -	1967 (classes began March 1968, suspended July 1968, resumed April 1969 with students previously enrolled. Full resumption April 1970)	ZAMBIA	B.A. or B.Sc. Degree course with library studies (equivalent of a minor)	University admission requirements: First class Cambridge Overseas School Certificate.	4 years	7
			Diploma in Library Studies	Cambridge Overseas School Certificate (3rd Division pass) or GCE with at least 3 "O" level passes including English plus merit in certificate course.	2 years	4
			Certificate in Library Studies	Cambridge Overseas School Certificate (3rd Division pass) or GCE with at least 3 "O" level passes including English plus employment in a professionally approved library.	1 year	95

TABLE II

ACADEMIC STAFFING OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS, JUNE, 1973

School	Students	Staff (Full-time Equivalency on Establishment)	Staff/Student Ratio (Reflected by Establishment)	Staff (Full-time Equivalency in Actual Staff Strength	Staff/Student Ratio (As Reflected by Actual Staff Strength
Department of Library Studies, University of Ibadan	60	8 *	1: 7.5	7 *	1: 8.6
Department of Library Science, Ahmadu Bello University, Zaria	100	7 *	1:14.3	6 *	1:17
Department of Library Studies, University of Ghana	15	5	1: 3	5	1: 3
Ecole de Bibliothecaires, Archivistes et Documentalistes, Universite de Dakar	65	8	1: 8.1	8	1: 8.1
East African School of Librarianship, Makerere University, Kampala	50	6	1: 8.3	3	1:17
Department of Library Science, Haile Sellassie I University, Addis Ababa	78	3 **	1:26	3 **	1:26
Library Studies, School of Education, University of Zambia, Lusaka	50	4	1:13	3	1:17

* Including a librarian/demonstrator who participates in laboratory and practical work but does not lecture formally.

** 1 full-time; 4 part-time lecturers.

TABLE III

CORE CURRICULA OF THE PROFESSIONAL PROGRAMS OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS

		Basic Program proposed at 1953 Seminar at Ibadan	Core Curricula for Professional Librarianship in Africa, June 1973					
			Dakar	Makerere	Ghana	Ibadan	Zaria	Addis Ababa	Lusaka
Core:	Library Organization and Administration	x	x	x	x	x	x	x
	Selection and Acquisition of Books	x	x[1]	x[6]	x[3]	x[3]	x[3]	x[1]	x
	Cataloguing and Classification	x	x	x	x[3]	x[3]	x	x	x
	Bibliography and Reference	x	x	x	x[4]	x	x	x	x
Types of Libraries:									
	Public Libraries; Adult and Fundamental Education	x	x	x[2]	x[5]	x	x[7]	-	x
	Work with children; children's literature; Education and child psychology	x	x	x[2]	x	x	x[7]	x	x
	Scholarly and Special Libraries (University, government, etc.)	x	x	-	x	x	-	-	x
	Archives and Paleography	x	x	-	*	-	-	-	x[8]
	Field Work	x	x	-	x[9]	x[9]	x	-	x
Additional Subjects:									
	Research project	x	x[1]	x	x	-	x	-	-
	Documentation/Information Science	x	x	-	x	-	-	-	-

x subject covered in syllabus

- subject not covered in syllabus

* to be offered from 1974

1 instruction given in courses on library organization and administration

2 material covered in "Libraries in their social setting"

3 included in "Technical services"

4 material covered in "Services to Readers"

5 material covered in "Library in Society"

6 material included in course on "Bibliography and Reference Materials

7 material covered in "Library and the Community"

8 in syllabus but never implemented

9 limited field work expected of each student

TABLE IV

CORE CURRICULA OF THE SUB-PROFESSIONAL PROGRAMS OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS

	Basic Professional Program Adapted from 1953 Seminar at Ibadan	Core Curricula for Sub-Professional Programs in Africa, June 1973						
		Dakar	Makerere (6 months)	Ghana (1 year)	Ibadan (2 years)	Zaria (2 years)	Addis Ababa (1 year)	Lusaka (1 year)
Core:	Library Organization and Administration	-	-	x	x	x	x	-
	Selection and Acquisition of Books	-	-	x[2]	-	x	x[4]	x
	Cataloguing and Classification	-	x	x[1]	x	x	x	x
	Bibliography and Reference	-	x	-	x[3]	x	x	x[6]
	Field Work (Pre-requisite)	-	x	x	-	-	x	x
Others:								
	Introduction to Librarianship	-	x	x	-	-	-	-
	Librarianship: Purpose and Methods	-	-	-	-	-	-	x
	Library Stock: Description and Arrangement	-	-	-	-	-	-	x
	Preservation and Repair of Library Materials	-	-	-	-	-	-	x
	History of Libraries	-	-	-	-	x	-	-
	Children's Literature	-	-	-	-	x	-	-
	Literature of Africa	-	-	-	x	-	x[5]	x
	Public Relations	-	-	x	-	-	-	-
	General Office Administration	-	-	x	-	-	-	-
	Libraries and Society	-	-	-	x	x	-	-
	Library Routines	-	x	-	x	-	-	-
	Research Project	-	-	-	x	-	-	-
	Book Production and Repography	-	-	-	x	-	-	-

1 Called "Use of classification and catalogues"

2 Called "Mechanical preparation of library materials"

3 Called "Knowledge and use of library resources"

4 Included in "Bibliography and book selection"

5 Called "Literature of Ethiopia"

6 Two courses taught: 1) Bibliography and Use of Reference Books and 2) Introduction to Information and Reference Work and Services to Readers.

TABLE V

CORE CURRICULUM PROPOSED BY GROUP OF EXPERTS ON THE HARMONIZATION OF METHODOLOGY AND CURRICULA IN THE TRAINING OF DOCUMENTALISTS, LIBRARIANS AND ARCHIVISTS, PARIS, 28 JANUARY - 1 FEBRUARY, 1974

Librarians	Archivists	Information Scientists
FOUNDATIONS (Basic Aspects: History, development and changing concepts)		
History	History (legal, social, economic, etc.)	Sociology of information (including history users)
Librarians and library education	Ancillary science (genealogy, heraldry, etc.)	Theory of communication
The library in society		
Library legislation		
User research		
Research		
MATERIALS (Objects with which the profession deals)		
Various formats	Various formats (MSS, maps, letters, etc.)	Data
History of book arts	Bibliographical tools	Documents (ideas)
Reference sources	Registers, inventories	Information services
Bibliographical tools	Finding aids, etc.	
MATERIALS (Interpretation, organization, evaluation and use of materials)		
Bibliographical methods	Registry system	Content analysis
Reader services	Records management	Indexing
Reference processes	Library techniques	Document languages
Reprography	Museum techniques	Retrieval
Technical processes	Preservation and restoration	Storage and retrieval systems
Selection		Data organization
Preservation and restoration		Information dissemination
		Systems analysis
MANAGEMENT (The setting of objectives and organization of the methods to meet them)		
Administration	Archives administration	Administration
Management	Management	Management
Personnel	Types of archives operation	Personnel
System organization		Systems planning
Type of library operation		Legal aspects
TECHNOLOGY		
Computer technology and reprographic techniques	Computer technology and reprographic techniques	Computer technology and reprographic techniques